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ABSTRACT

This teacher guide was developed to assist teachers of elementary children in their preparation to teach some lessons on rat control. The overall objectives include determining the level of student understanding about rats, developing student attitudes toward rats, developing the student's ability to identify the rat's weapons, identifying those items that rats must have to live, identifying specific acts which students are able to understand to get rid of rats, discriminating between items rats will eat and items they can not eat, identifying and correcting real conditions in the neighborhood, communicating the existence of a rat control problem to the parental group, and reinforcing and testing of the overall program. The plan development includes overall objectives, specific objectives, teacher procedures, support materials, and learner responses and conclusions. A posttest and correction key conclude this lesson plan. (BT)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

# RATS

RAT CONTROL LESSON PLAN
FOR FOURTH, FIFTH AND SIXTH GRADES

Media Learning Corp.

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and the State of New York
Department of Health

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Media Learning Corp.
Rochester, N.Y.

## LESSON PLAN – A CURRICULUM FOR FOURTH, FIFTH AND SIXTH GRADE CHILDREN

| OVERALL OBJECTIVE | SPECIFIC OBJECTIVES | TEACHER PROCEDURES | SUPPORT MATERIAL | LEARNER RESPONSES AND CONCLUSIONS |
|---|---|---|---|---|
| I. Determine the level of student understanding of rats. | Determine how many students have seen rats. | Ask, "How many students have seen rats?" | None. | Raised hands. |
| | | Question individual students, "Where. . . .how many?" | None. | Individual response. |
| | Determine student impressions of rat size. | Question individual students, "How big are rats?" "Are they bigger than a dog. . .cat. . .mouse?" | None. | Individual response. |
| | Determine student impressions on rats' habitats. | Question individual students, "Where do rats live?" | None. | Individual response. |
| | Determine student impressions on size of rat family. | Question individual students, "How many rats are in a rat family?" | None. | Individual response. |
| | Determine student impressions on whether rats constitute a threat. | Question individual students, "What can rats do to us?" "Can they hurt us?" | None. | Individual response. |

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| I. (cont.) | Determine student impressions on eating habits of rats. | Question individual students, "What do rats eat?" | None. | Individual response. |
| | Determine student impressions on procedures for rat control. | Question individual students, "What can we do about rats?" "How can we get rid of rats?"<br>NOTE: No erroneous student impressions about rats should be commented on or corrected by the teacher until the film has been shown. | None. | Individual response. |
| II. Develop student attitudes towards rats as creatures to be hated. . .i.e., animals which pose a personal threat and which can and should be removed from the home environment. | Subjectively involve students with a dramatized situation which parallels their own circumstances. Identify characteristics of rats, conditions which breed rats, dangers to people from rats and the proper means of getting rid of rats. | Introduce film as "a story about children who live in a city and have a problem with rats."<br>Start projector. | 16mm sound motion picture. | None. |

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| III. Identify and reinforce changed understanding of and attitudes about rats. | Develop ability to state rat's size. | Question individual students, "How big are rats?"<br>"Are they bigger than a dog... cat or mouse?" Correct erroneous impressions. | None. | Individual response, "Smaller than a cat or dog." "Larger than a mouse." |
| | Identify characteristics of rats as related to their habitat. | Question individual students, "What are rats?"<br>"Where do they live?"<br>"What do they need to live?'<br>Hand out booklet. Say, "Turn to page 2."<br>Lecture: Rats must have food, water, and shelter to stay alive. They live in sewers, filth, basements, garbage sheds, under rubbish in yards, burrows in ground; they smell. They must live within 50 ft. of food. Burrows always have more than one exit. | Booklet, page 2. | Individual response from key words in booklet. |

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| III. (cont.) | Identify size of rat family. | Lecture and directed discussion.<br>"How many rats are in a family?"<br>. A mother can have up to 12 rats in a litter.<br>. Litters average 5 to 7 rats.<br>. Hundreds of rats may live together in a rat colony. | None. | Individual response, "Up to 12 rats in a litter." |
| | Identify the rat as a threat. | Directed discussion and lecture.<br>"What can they do to us?"<br>. Carry disease. . . make us sick. . . contaminate food. . . food poisoning.<br>. Bites give rat-bite fever.<br>. Skin carries fleas which can make us sick. . . bubonic plague has killed more people than all of man's wars.<br>. Steal our property by eating or destroying food, toys, TV wires, clothing, furniture, etc. . . | None. | Individual response, "Make us sick." |

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| III. (cont.) | | . Nocturnal . . . sneaks at night . . . can creep through cracks as small as your thumb.<br>. Are attracted to food anywhere . . . on everything . . . i.e., make sure your baby brother's or sister's hands and face are washed after meals. Rats are known to climb into cribs and, seeking food, bite babies and cause serious infection. | | |
| IV. Develop student ability to identify the rat's weapons. | | Identify the skin as a weapon.<br>Lecture and directed discussions. "Turn to page 3."<br>"What can the skin do to us?"<br>. Transport filth and odor.<br>. Carry germs and fleas which make us sick – bubonic plague. | Booklet, page 3. | Individual response. |

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| IV. (cont.) | Identify the teeth as a weapon. | Lecture and directed discussions.<br>"What can the teeth do to us?"<br>. Bite . . . very sharp, rat-bite fever.<br>. Teeth are continually growing as much as 4½ to 5 inches per year . . . so rats are always chewing to keep their teeth small and sharp. | Booklet, page 3. | Individual response. |
| | Identify the feet as a weapon. | Lecture and directed discussions.<br>"What can the feet do to us?"<br>. Claws help him climb to get at us.<br>. Feet track filth and smells through our home. | Booklet, page 3. | Individual response. |
| V. Identify the feet as a personal threat. | Describe claws and feet as a means to get at us. | Lecture and directed discussions. "Turn to page 4."<br>"How do the rat's claws and feet help him get at us?"<br>. He can climb telephone poles . . . insides of walls . . . fences . . . etc. by using them to grip rough surfaces. | Booklet, page 4. | Individual response. |

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| V. (cont.) | | . He can jump as high as our kitchen table to get in babies' cribs, kitchen cupboards, etc. | Booklet, page 4. | Individual response. |
| | Describe feet as a means of transmitting filth and disease. | Lecture and directed discussions.<br>"How can his feet help him make us sick?"<br>. Tracks filth and smells throughout home.<br>. A rat is constantly urinating and spreading feces throughout our homes, food, beds, etc. | Booklet, page 4. | Individual response. |
| VI. Identify the teeth as a personal threat. | Describe the teeth as a weapon which can cause pain. | Lecture and directed discussion.<br>"Turn to page 5."<br>"Do rats ever bite people?"<br>. Reinforce characteristics of sharp teeth from continual chewing.<br>. Rats will attack when cornered . . . when a rat is seen, <u>don't</u> attempt to kill it . . . it may attack. | Booklet, page 5. | Individual response. |

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| VI. (cont.) | Describe the teeth as a weapon which can cause disease. | Lecture and directed discussions.<br>"Can ratbites make us sick?"<br>. Ratbites can give us a very high fever—Rat-bite fever . . . very serious. | Booklet, page 5. | Individual response. |
| | Describe the correct procedure when bitten by a rat. | Lecture and directed discussions.<br>"Has anyone ever been bitten by a rat?"<br>. When bitten by a rat, you should get to a doctor right away. Proper treatment will prevent rat-bite fever. | None. | Individual response. |
| | Describe the teeth as weapons which steal and destroy food. | Lecture and directed discussions.<br>"What do rats eat?"<br>. Rats will eat anything that people eat . . . they are always eating.<br>. A colony (many rat families which live together) could steal or ruin as much as half the food your mother buys for you. | Booklet, page 5. | Individual response. |

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| VI. (cont.) | Describe the teeth as a weapon which destroy personal property. | Lecture and directed discussions.<br>"Why are rats always chewing?"<br>. Rats continually gnaw or chew to keep those teeth—which grow 4½-5 inches per year—small and sharp.<br>. Teeth destroy property . . . holes in walls, doors, etc. damage toys, furniture, wires, clothing, etc. | Booklet, page 5. | Individual response. |
| | Relate destruction from gnawing to home environment. | Question individual students, "What things of yours have rats ruined?" | None. | Individual response. |
| VII. Identify the skin as a personal threat. | Describe the skin as a source of filth and a disease carrier. | Lecture and directed discussions.<br>"Turn to page 6."<br>"Do we consider the rats' skin a weapon—why?"<br>. Rats live in filth, carry: smells, germs, disease.<br>. Fleas on rats' skins carry one particular disease . . . has killed more people than all wars. | Booklet, page 6. | Individual response. |

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| VII. (cont.) | Describe the flea cycle as it relates to the transmission of diseases.<br>(e.g., bubonic plague) | Lecture and directed discussions.<br>"The rat's skin is really his most dangerous weapon.<br>. Flea bites sick rat and gets disease from rat's blood.<br>. Flea jumps to another rat and bites him, making him sick. Continues until almost all fleas and all rats are sick.<br>. Fleas jump from rats to people and bite them.<br>. People get sick, sometimes die. . . (black or bubonic plague)<br>. So never even go near a dead rat . . . fleas may still be alive. | Booklet, page 6. | Conclusion that the rat's skin is his most dangerous weapon . . . never even touch a dead rat because fleas may still be alive. |
| VIII. Identify those items which rats must have to live. | List foods rats will eat. | Lecture and directed discussions. (Read across.)<br>"Turn to page 7."<br>"Rats must have food to live . . ."<br>"What do rats eat?"<br>. Table scraps . . . rats particularly like peanut butter.<br>. Food scraps on floors.<br>. Food in cupboards . . . rats will even chew through wooden kitchen cupboards to get in. | Booklet, page 7. | Individual response. |

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| VIII. (cont.) | | . Dirty dishes.<br>. Food on sleeping people, particularly on babies in cribs.<br>. Wastebaskets and garbage pails in kitchens.<br>. Open garbage cans outside.<br>. Litter in yards . . . particles on candy wrappers, etc.<br>Actually anything people will eat . . . rats will eat. Rats can survive on as little as one ounce of food and water per day. | | |
| | List sources of water available to rats. | Lecture and directed discussions.<br>"Turn to page 8."<br>"Rats must have water to live . . . where can rats find water?"<br>. Dew on grass in morning.<br>. Water in sinks . . . basins . . . toilet bowls . . . etc.<br>. Spills, etc.<br>. Sewers. | Booklet, page 8. | Individual response. |

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| VIII. (cont.) | List sources of shelter available to rats. | Lecture and directed discussions.<br>"Rats must have shelter within 50 ft. of food and water to live . . ."<br>"Where do rats find shelter?"<br>. Holes in walls.<br>. Burrows always have two or more exits.<br>. In cellars of homes.<br>. Litter in yards; tall grass.<br>. Garbage houses/sheds. | Booklet, page 8. | Individual response. |
| | Describe basic principle of rat control. | Lecture and directed discussions.<br>"Since rats must have food, water and shelter to survive, completely remove any one of the three and the rats must leave or die." | None. | None. |
| IX. Identify specific acts which students are able to undertake to get rid of rats. | Describe procedure for placing "X" through photographs representing behavioral acts of which the individual students are capable. | Lecture and directed discussions.<br>"Turn to page 9."<br>Introduce discussion of what students can do on their own to get rid of rats. | Booklet, page 9. | None. |

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| IX. (cont.) | | ** We cannot fix walls.<br>. We can pick up scraps . . . so place an "X" through the photograph.<br>. We can mop up spills . . . so place an "X" through the photograph.<br>** We cannot replace windows . . . | | |
| | Identify food sources which students are able to remove. | Lecture and directed discussions.<br>"Can we wash dishes?"<br>Place an "X" through the picture.<br>"Can we wipe babies' mouths?"<br>Place an "X" through the picture.<br>"Can we sweep the floor?"<br>Place an "X" through the picture.<br>"Can we place lids on garbage cans?"<br>Place an "X" through the picture.<br>"Can we pick up litter in yards?"<br>Place an "X" through the picture.<br>"Can we put foods in metal containers?"<br>Place an "X" through the picture.<br>** **Requires adult participation.** | Booklet, page 9. | Individual response. |

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| IX. (cont.) | Identify rat shelters or entrances which students are able to remove. | Lecture and directed discussions.<br>"Turn to page 10."<br>"Can we keep basements repaired?"<br>** No, requires adult supervision.<br>"Can we close doors?"<br>Place an "X" through the picture.<br>"Can we mow tall grass?"<br>Place an "X" through the picture.<br>"Can we tear down buildings?"<br>"Can we cover sewers?"<br>No, . . .<br>"Can we take out garbage cans?"<br>Place an "X" through the picture. | Booklet, page 10. | Individual response. |
| | Identify sources of water which students are able to remove. | Directed discussion.<br>"Can we stop the rain?"<br>No.<br>"Can we cover sewers?"<br>No.<br>"Can we mop up spills in the house?"<br>Place an "X" through the picture.<br>"Can we close up drainpipes?"<br>No. | Booklet, page 10. | Individual response. |

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| IX. (cont.) | | "Can we remove water in the sink?"<br>Place an "X" through the photograph.<br>"Can we wipe off leaves?"<br>No.<br>**Requires adult supervision | | |
| | Identify the best means of getting rid of rats. | Direct students' attention to the number of "X's" under each category (food, water, shelter). | Booklet, pages 9 and 10. | Individual response on pictures of food. |
| | | "Where have you put the most 'X's'?"<br>"Then, what is the best way to get rid of rats?"<br>Direct students to fill in blank at bottom of page 10. | Booklet, page 10. | The best way to get rid of rats is to remove food. |
| X. Discriminate between items rats will eat and items they cannot eat. | Describe procedure for circling photographs which depict foods the rats will eat. | Lecture and directed discussions.<br>"Turn to page 11."<br>"Do rats eat peanut butter?"<br>Yes, in fact peanut butter is one of their favorite foods, so a circle is placed around the picture of peanut butter. | Booklet, page 11. | None. |

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| X. (cont.) | Identify foods which rats will eat. | Lecture and directed discussions.<br>Students directed to look at the rest of the photographs and to circle all those which picture foods rats will eat.<br>"Do rats eat cereal?"<br>Circle picture.<br>"Do rats eat wood?"<br>No, they chew it to keep teeth sharp.<br>"Do rats eat spaghetti?"<br>Circle picture.<br>"Do rats eat glass?"<br>No, but if jars are left open, they will eat contents.<br>"Do rats eat dry foods like sugar?"<br>Circle picture—should be kept in metal containers.<br>"Do rats eat fruit?"<br>Circle picture.<br>"Do rats eat hot dogs?"<br>Circle picture.<br>"Do rats eat lettuce?"<br>Circle picture.<br>"Do rats eat metal?"<br>No, but they eat contents if metal cans are left open.<br>"Do rats eat hamburgers?"<br>Circle picture. | Booklet, page 11. | Individual response. |

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| X. (cont.) | | "Do rats eat crackers?" Circle picture.<br>Remember, rats will eat everything people eat . . . even if it's in the garbage or sewer. | | |
| XI. Stimulate identification and correction of conditions which breed rats. | Lead students to become involved with "game." | "Turn to page 12."<br>Direct students to count the number of rats in the picture (there are 21) and write the number they find in the upper right hand corner. | Booklet, page 12. | Count and fill in number of rats found. |
| | Identify conditions in "game" which breed rats (food, water, shelter). | Direct students to black out (with No. 2 pencil or softer) conditions which breed rats and that as they remove the conditions, they can also black out the rats, since rats cannot survive in the new environment. Allowing the students to progress at their own pace, periodic suggestions (why not blacken in broken windows, tear down buildings?, etc.) may be introduced to individuals or group. | Booklet, page 12, No. 2 pencil or softer. | Black out conditions which breed rats. |
| | Reinforce and self-test students progress with game. | "Turn to page 13." Direct students to compare page 13 with page 12. | Booklet, page 13. | Individual response. |

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| XI. (cont.) | | "What conditions did you miss?"<br>"Are there any more we should correct?" | | |
| XII. Identify and correct real conditions in the neighborhood. | Describe use of check list as home assignment and reinforce ability to identify conditions conducive to rats. | "Turn to page 14." You will take this booklet home . . count the conditions in your neighborhood which look like each picture and write the number you find in the corner . . . correct the condition if you can. I.e., if you found 8 cracks in walls, you would fill the number 8 in the corner and ask your landlord to have them fixed . . . so take this home and fill in:<br>. how many things you find ruined.<br>. how many doors you close.<br>. how many garbage can lids you put on.<br>. how many things you pick up.<br>. how many times you put food away.<br>. how many times you wash dishes or counters.<br>. how many tables you wipe off. | Booklet, page 14. | Students take booklets home and fill in appropriate numbers.<br>NOTE: This exercise is designed primarily as a reinforcement with little concern for the validity of student response. |

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| XII. (cont.) | | . how many times you clean the floor.<br>. how many rats you see. | | |
| XIII. Communicate the existence of a rat control problem to the parental group. | Obtain parent's signature. | "Turn to page 14." Request students to obtain and return to class with parent's signature at bottom of page 14. | Booklet, page 14. | Students to obtain parent's signature. |
| XIV. Reinforcement and test of overall program. | Reinforce behavioral acts which students can undertake to fight rats. | Directed discussions. Determine number of conditions found relating to each photograph. Any extreme conditions which appear reliable and for which a location can be pinpointed should be reported by an adult to the Health Department. | Booklet, page 14. | Individual response. |
| | Test learning experience relating to all aspects of the program. | Hand out multiple choice tests. Either allow students to progress at their own pace or read questions one at a time, depending on class level. Stress that more than one answer may be correct. | Multiple choice test. | Complete test. |

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| XIV. (cont.) | Reinforce learning experience relating to all phases of the program. | Correct tests (2 points for each correct answer) and review performance question by question with class. Could be accomplished by having students trade papers. (Correction key attached.) | Completed multiple choice test. | Individual response. |
| XV. Reward student effort and stimulate ideas on rat control. | Encourage students to carry message of need for rat control into the community. | Compliment students on achievement and pass out buttons. | "STARVE A RAT TODAY" buttons, or suitable substitute. | None. |

# MULTIPLE CHOICE TEST
## RATS!

1. The RAT is bigger than a:
   - a. Dog
   - b. Cat
   - c. Mouse

2. RATS:
   - a. Play with us
   - b. Sneak in the night
   - c. Steal our food
   - d. Smell terrible

3. The RATS' worst weapons are:
   - a. Teeth
   - b. Eyes
   - c. Skin
   - d. Claws

4. RATS use their teeth to:
   - a. Eat food
   - b. Bite people
   - c. Make holes
   - d. Ruin things you own

5. RATS can ruin:
   - a. Wires
   - b. Toys
   - c. Clothes
   - d. Garbage cans

6. RATS find shelter in:
   - a. Sewers
   - b. Holes
   - c. Grass
   - d. Rubbish

7. RATS sneak in through:
   - a. Tiny cracks
   - b. Brick walls
   - c. Holes
   - d. Open doors

8. We can help keep RATS out by:
   - a. Closing doors
   - b. Covering holes
   - c. Setting traps
   - d. Having people fix broken windows and cracks in walls

9. RATS use their feet and claws to:

   a. Climb
   b. Jump
   c. See
   d. Carry germs into homes

10. RATS live in:

   a. Basements
   b. Dumps
   c. Garbage sheds
   d. Locked cars

11. The RAT'S skin:

   a. Is filthy
   b. Carries bugs
   c. Makes you sick
   d. Helps him climb

12. To stay alive, RATS need:

   a. Food
   b. Water
   c. Shelter
   d. Clothing

13. We can remove some shelter by:

   a. Cutting tall grass
   b. Turning off lights
   c. Picking up litter
   d. Putting up a fence

14. We can't remove water to get rid of RATS because:

   a. We can't stop the rain
   b. RATS carry water with them
   c. There is always water in the sewers
   d. We can't mop up all the puddles

15. It's hardest to remove:

   a. Food
   b. Water
   c. Shelter

16. RATS eat:

   a. Bread
   b. Peanut butter
   c. Tin cans
   d. Cheese

17. We can keep food away from the RATS by:

(a.) Sweeping floors

b. Making beds

(c.) Putting food away

(d.) Putting lids on garbage cans

18. We also can keep food away from RATS by:

(a.) Picking up litter

(b.) Washing dishes

c. Yelling at RATS

(d.) Cleaning garbage sheds

19. RATS will leave or die without:

(a.) Food

(b.) Water

(c.) Shelter

d. Cars

20. So, if we can't remove all shelter or water, the best way to get rid of RATS is to remove FOOD .